



MENTORING REFRESHER

FCSS TEACHER INDUCTION

**LET'S GET
STARTED!**

Mentoring Refresher Handouts

September 30th & October 6th

Directions: Please print out these handouts and have them available during your participation of the Mentoring Refresher. All directions for completing these activities will be given during the training.

1. My name is _____ and my role is....

2. Something people don't know about me is....

3. My greatest adventure in life has been...

Breakout Room Number: _____

Mentoring Refresher Handouts

September 30th & October 6th

01:00

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Mentoring Refresher Handouts

September 30th & October 6th

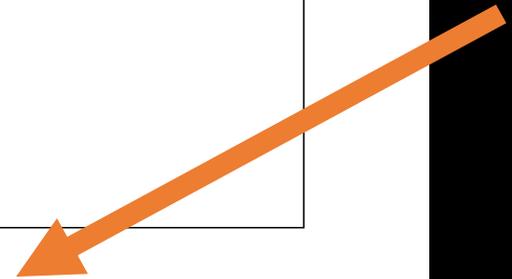
04:00

1. My name is _____ and my role is....

2. Something people don't know about me is....

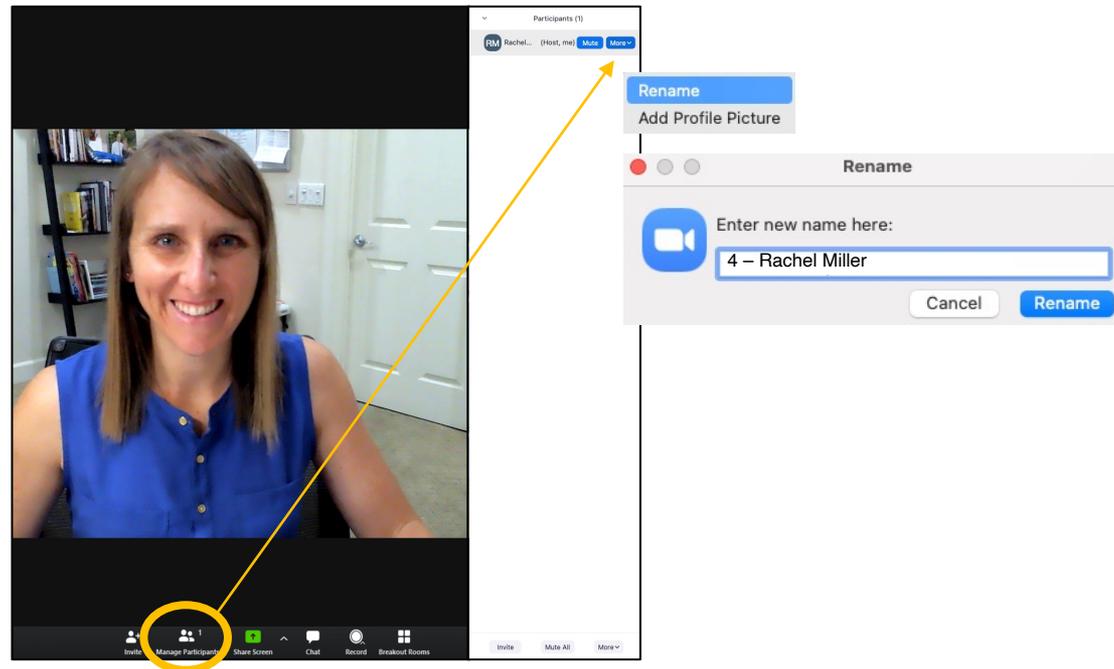
3. My greatest adventure in life has been...

Breakout Room Number: _____



RENAMING ZOOM PROFILE

Rename your zoom profile to include your breakout room number **before** your name (i.e., 4 – Rachel Miller)



SESSION GOALS

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- Expand your knowledge of high trust behaviors and how to utilize them in your coaching

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- Expand your knowledge of high trust behaviors and how to utilize them in your coaching
- Explore and utilize a key coaching skill to better support your teacher

**CREATING A
HIGH-TRUST RELATIONSHIP
WITH YOUR TEACHER**

Think of a **high-trust** relationship
you have.

Think of a **high-trust** relationship
you have.

How would you describe this person and relationship?

What is the impact on you and others?

01:00

Think of a **high-trust** relationship
you have.

How would you describe this person and relationship?

What is the impact on you and others?

Think of a **low-trust** relationship
you have.

Think of a **low-trust** relationship
you have.

How would you describe this person and relationship?

What is the impact on you and others?

01:00

Think of a **low-trust** relationship
you have.

How would you describe this person and relationship?

What is the impact on you and others?

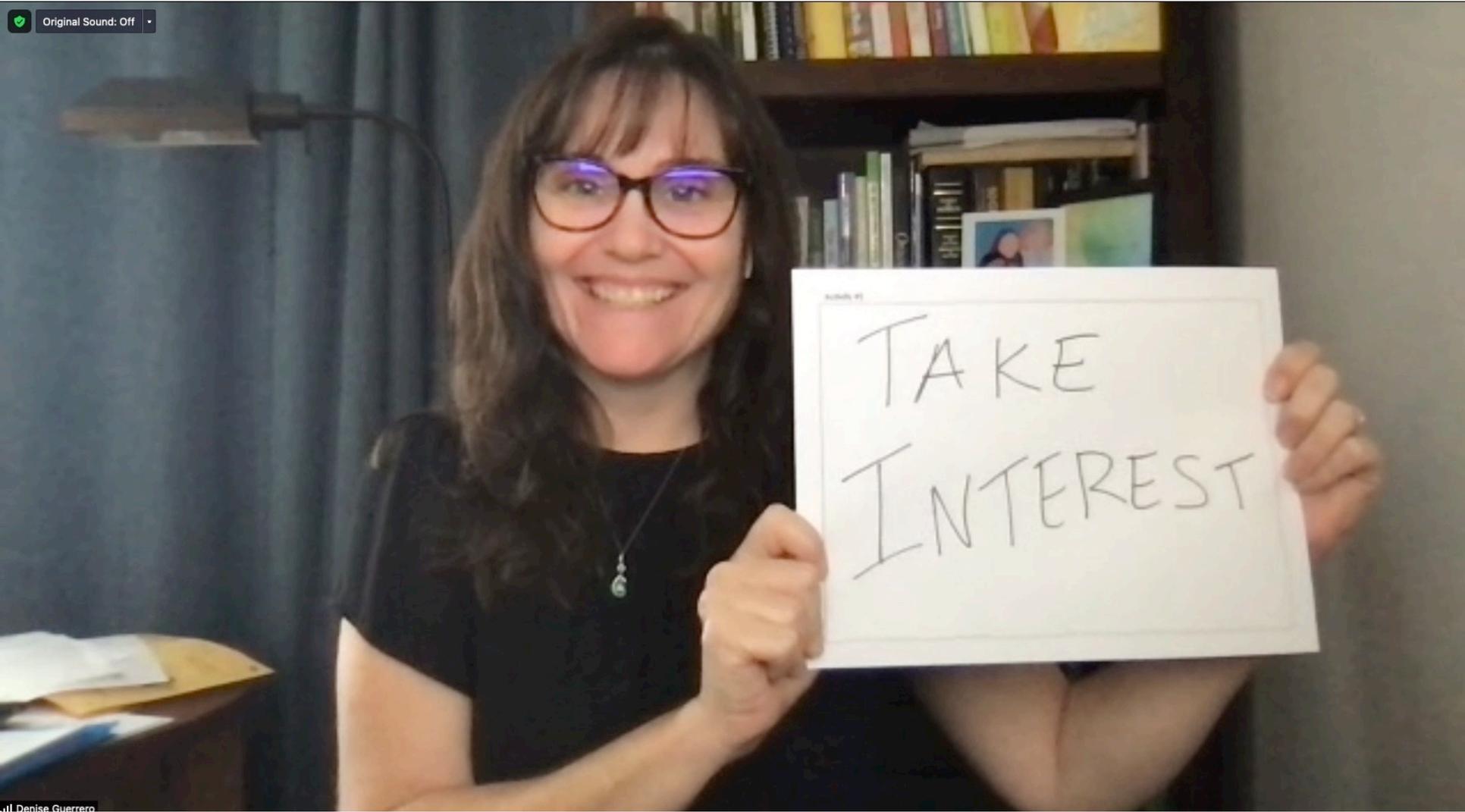
In one to two words, describe
action(s) you take to build trust.

(Example: Take Interest)

Activity #2

T A K E

I N T E R E S T



TRUST BUILDING BEHAVIORS

Trust Building Behaviors

1. **Talk Straight:** Tell the truth and demonstrate integrity.
2. **Demonstrate Respect:** Show that you genuinely care; show kindness in little things.
3. **Create Transparency:** Be genuine, open, and authentic. Don't hide information.
4. **Right Wrongs:** Apologize and make restitution. Do the right thing.
5. **Show Loyalty:** Give credit to others and be loyal to the absent.
6. **Deliver Results:** Accomplish what you are hired to do. Don't make excuses.
7. **Get Better:** Learn and improve. Be thankful for feedback and act on it.
8. **Confront Reality:** Meet issues head on; address the tough stuff directly.
9. **Clarify Expectations:** Reveal, discuss, and validate expectations.
10. **Practice Accountability:** Take responsibility for results; communicate how others are doing.
11. **Listen First:** Listen before you speak and don't make assumptions.
12. **Keep Commitments:** State your intent and then do what you say you'll do. Don't break confidences.

Please do not respond to the questions below, until you are directed to do so.

The two trust building behaviors that I'm strongest in, when working with my teacher, are:

The two trust building behaviors that I can grow in, when working with my teacher, are:

Behavior: _____ <ul style="list-style-type: none">• Describe your current behavior clearly and factually:• What are some steps I can take to grow in this behavior:
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- what are some steps I can take to grow in this behavior:

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TRUST BUILDING SITUATIONS

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- Identify which trust building behaviors to incorporate.
- What language (questions, validating statements, etc.) might you use to address the situation?

Trust Building Situations

Sample Scenario

- Identify which trust building behaviors to incorporate.
- What language (questions, validating statements, etc.) might you use to address the situation?

Additional Notes from Breakout Group

My Scenario

- Describe your scenario:
- Identify which trust building behaviors to incorporate.
- What language (questions, validating statements, etc.) might you use to address the situation?

Your participating teacher tends to blame the students for the classroom management issues going on in the class. You have noticed that your meetings tend to be consumed by this, and you're finding difficulty guiding your teacher to see his/her role in addressing these issues.

Sample Scenario

- Identify which trust building behaviors to incorporate.
- What language (questions, validating statements, etc.) might you use to address the situation?

Your participating teacher tends to blame the students for the classroom management issues going on in the class. You have noticed that your meetings tend to be consumed by this, and you're finding difficulty guiding your teacher to see his/her role in addressing these issues.

Breakout Room Discussion:

- Share which trust building behaviors you chose to incorporate.
- Share the language (questions, validating statements, etc.) you might use to address the situation.

Your participating teacher tends to blame the students for the classroom management issues going on in the class. You have noticed that your meetings tend to be consumed by this, and you're finding difficulty guiding your teacher to see his/her role in addressing these issues.

Breakout Room Discussion:

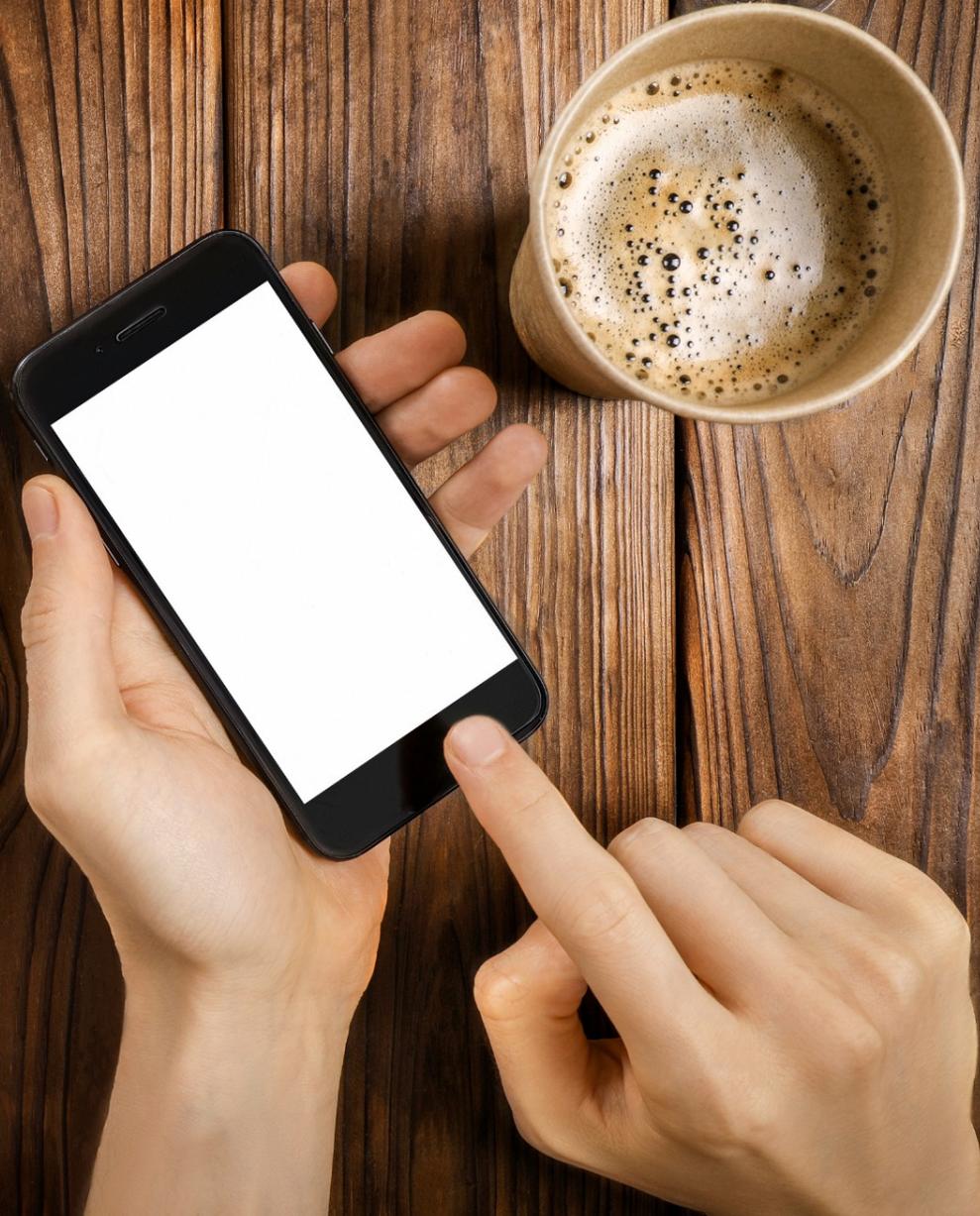
- Share which trust building behaviors you chose to incorporate.
- Share the language (questions, validating statements, etc.) you might use to address the situation.

Considering your situation with your participating teacher, please respond to the following questions in your handout under “My Scenario”.

My Scenario

- Describe your scenario:
- Identify which trust building behaviors to incorporate.
- What language (questions, validating statements, etc.) might you use to address the situation?

05:00





**Effective
Coaching**









THREE LEVELS OF PARAPHRASING

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Acknowledging

Summarizing/Organizing

Abstracting

THREE LEVELS OF PARAPHRASING

Acknowledging: Restating the essence of your teacher's statements to identify the most important point (which may include their state of emotions).

Summarizing/Organizing: Summarizing the key elements of your teacher's statement in a cohesive way (Especially useful when they are sharing a lot about separate "jumbled issues").

Abstracting: The abstracting paraphrase takes the thinking to a whole different level of thought. It can help to deliver insight, open up solutions for the teacher, and enable them to see the bigger picture or the needed details to move forward.

Clip 1 : **Acknowledging**

Clip 2 : **Abstracting**

Clip 3 : **Summarizing**

THEORY → PRACTICE

Theory to Practice: Conversation #1

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- Which level of paraphrasing do you think comes more naturally to you and why?

- Which level of paraphrasing would you like to grow in and why?

Theory to Practice: Conversation #1

Theory to Practice: Conversation #1

- Which level of paraphrasing do you think comes more naturally to you and why?
- Which level of paraphrasing would you like to grow in and why?

Breakout Room Discussion:

- ➡ Determine who is Partner A and Partner B. Partner A will share their response to the first prompt. Partner B will share their response to the first prompt next.
- ➡ Then, repeat this pattern for Prompt #2.

Theory to Practice: Conversation #2

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Theory to Practice: Conversation #2

Directions: Take time to reflect and jot down your responses to the prompts below.

Prompts:

- Think about a problem, either professional or personal, that you have recently faced that you are currently struggling with.

- Think about a problem, either professional or personal, that you have recently overcome.

Theory to Practice: Conversation #2

Theory to Practice: Conversation #2

Directions: Take time to reflect and jot down your responses to the prompts below.

Prompts:

- Think about a problem, either professional or personal, that you have recently faced that you are currently struggling with.

- Think about a problem, either professional or personal, that you have recently overcome.

Breakout Room Discussion:

- ➡ Determine who who is Partner A and Partner B. Partner B will adopt the mentee role and will share about their situation. While the mentee is sharing Partner A, will actively listen and paraphrase when necessary as if their coach.

- ➡ Fifteen minutes will be allocated. The first conversation will be about 7 minutes and then Partner A and B will switch roles to spend 7 minutes on the second conversation.

Theory to Practice: Conversation #2

PARAPHRASING SENTENCE FRAMES		
Acknowledging	Summarizing/Organizing	Abstracting
You're thinking that...	So, there are three issues...	So, it's important to you that...
So, you're wondering if...	So, you have closure on...and you're ready to move on to...	So, a belief you hold is...
You're frustrated because...	First, you're going to....then, you will...	So, you're struggling with...
You're hoping that...	On the one hand...and on the other hand...	A goal you have is...
You're concerned about...	For you then, several things are emerging...	So, a (belief, assumption, concept, goal, intention) for you might be...
So, you're feeling...	It seems you're considering a sequence of hierarchy here...	
You're noticing that...		
In other words...		
You're suggesting that...		

FCSS Teacher Induction: Adapted from Cognitive Coaching & Mentoring Matters

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**THANK
YOU!**

